

GOVERNMENT OF INDIA
BUREAU OF EDUCATION.

INDIAN EDUCATION

IN

1915=16.



CALCUTTA
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1917

Introduction.

The complication caused in the preceding year by the decision to exclude figures for certain Native States, which had been included in the general tables previous to 1914-15, still renders comparisons difficult in this year's narrative. The point is noted in appropriate passages.

A minor modification has been introduced in the year under review, whereby the classification of *maktabs*, *mulla* schools, *tols*, *pathshalas* and *kyauing* schools is made uniform. In some provinces (notably in the western divisions of Bengal) these institutions had largely figured under the head "other schools." In the present tables such of them as teach all or a reasonable part of the primary course are classed as primary schools.

Other minor modifications are the inclusion of technical and industrial schools in Madras and of tea-garden schools as public institutions in Assam, and the exclusion from general table VI of the results of certain supplementary examinations in Bombay.

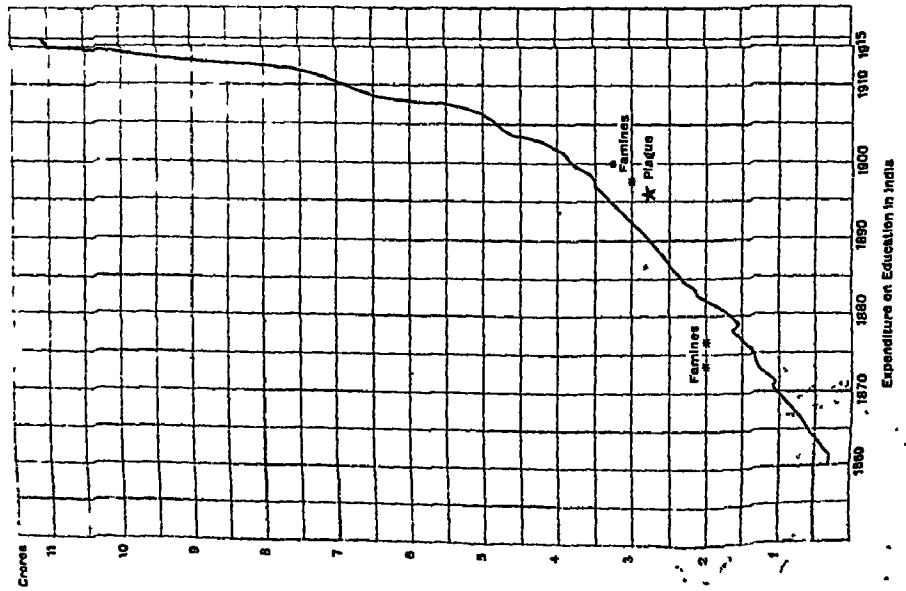
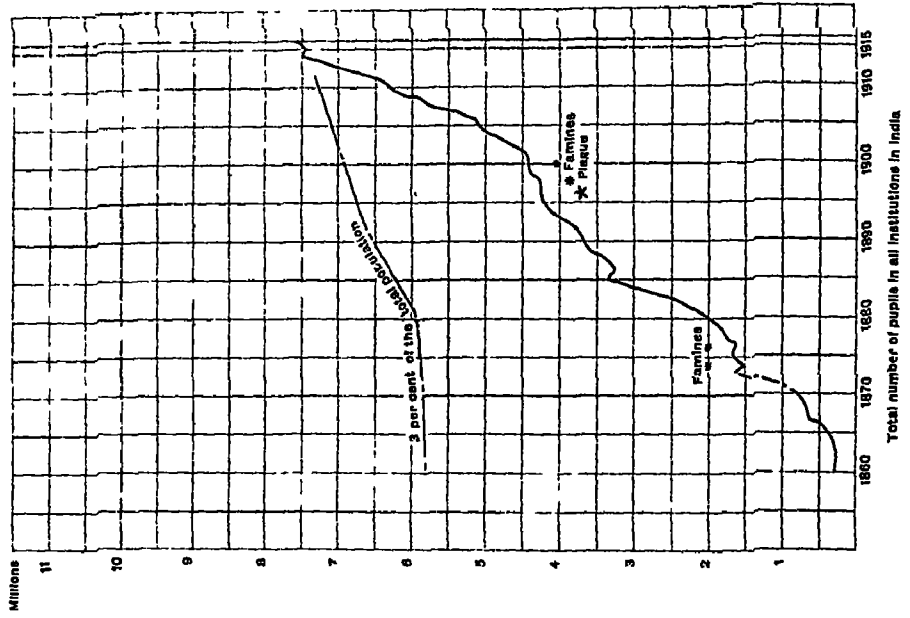
In view of the vexed nature of the question of the percentage of the population, which should be regarded as of school-going age, the percentages of pupils are now shown, not against 15 per cent. of the population, but against the population as a whole.

In conformity with the policy at present pursued of curtailing reports and statistics, the usual illustrations have been omitted, as well as notices of any branch of education whose development does not call for special remarks in a short narrative. To avoid expense, the report is this year issued in paper binding. There will be no annual narrative for 1916-17, its place being taken by the Quinquennial Review, in which it is hoped to publish some of the photographs collected for the present volume.

H. SHARP,

*Educational Commissioner
with the Government of India.*

DELHI,
1917.



INDIAN EDUCATION

IN

1915-16.

I.—Main features of the year.

This section deals, as usual, with matters of general interest.

The difficulties arising out of the war, to which allusion was made in last year's narrative, continue to be experienced. The Indian Educational Service and the staffs of private colleges have been further depleted for military duty. Recruitment from England has practically ceased. Arrangements have had to be made for schools managed by enemy missions, whose agents have been repatriated. In Madras, the management of some such schools was transferred to Government or to local boards. The Missionary Educational Council of South India agreed to undertake the management of others without further aid than that permissible under the rules governing recurring grants. Recognition and aid have been continued for the present on these conditions. It is understood that similar arrangements are being made in other provinces. The Government of Bombay furnished financial aid to Roman Catholic schools which had suffered through loss of German or Austrian members of their staff. Financial stringency has dictated curtailment of expenditure in some (though not the most important) directions. The general expansion of education, though far from checked, has been retarded.

In addition to members of the teaching and inspecting staff, pupils and ex-pupils of institutions have contributed their quota, in one form or another, to the war. Many past students of European schools, writes the Director in Bombay, are serving in various capacities, and each school is keeping its roll of honour. The same is the case in the Punjab; the Lawrence Military Asylum at Sanawar has provided a long list of recruits as well as a signalling detachment; no less than ten students out of the small training class at the same place are on service together with the master in charge; over twenty old boys of the Bishop Cotton School at Simla have obtained commissions. Other schools have not been backward; in some districts of the Rawalpindi division 868 teachers and students are known to have enlisted, in addition to 1,682 ex-pupils of primary schools. Teachers and boys have liberally subscribed to war funds; e.g., the Government high school at Amritsar contributed Rs500 towards the Punjab aeroplane fund. The Bihar School of Engineering and other institutions have assisted in the manufacture of munitions.

Efforts continue to keep the school population informed of the progress of the war. The *Al Haqiqat* is to be found in the reading room of many

institutions. Lectures were delivered in some provinces. Copies of the Bryce Commission's report were distributed in Burma. Similar action for distributing news is reported from other provinces. Perhaps the most noticeable development is that which has taken place at the Lahore Government College, where a college war news association has been formed, the members of which have written pamphlets and undertaken to disseminate information.

Expenditure

The total expenditure during the last three years, and the portions of it borne by public funds (*i.e.*, provincial, local and municipal) and by private funds (*i.e.*, fees, subscriptions, endowments, etc.), are as follows:—

Year.	Public funds.	Private funds.	TOTAL.
	₹	₹	₹
1913-14	5,50,11,490	4,52,12,387	10,02,23,877
1914-15	6,33,02,792	4,58,67,700	10,91,70,492
1915-16	6,21,68,904	4,86,60,345	11,08,29,249

Thus in two years, during the last twenty months of which the Empire has been at war, expenditure has increased by over 1 crore of rupees, to which must be added a sum of about 30 lakhs expended in Native States, last shown in 1913-14 and since omitted. Hence the total increase has been ₹1,36,00,000 (£907,000) and the total expenditure in British India now just exceeds 11 crores which equals £7,333,000 sterling. Madras, the Punjab and the Central Provinces show the largest increases during the year, amounting respectively to nearly 13, 5 and 4 lakhs. The United Provinces, Burma and Bihar and Orissa show considerable decreases.

Expenditure from public funds, though greater by 71½ lakhs than in the pre-war year, was less by 11½ lakhs than in 1914-15. This diminution has taken place in expenditure from provincial revenues upon buildings, furniture and apparatus, which was less by nearly 50 lakhs than in the previous year. The expenditure upon buildings of large sums out of the non-recurring imperial grants had swollen the education budgets during the past few years. Owing to the war, Local Governments have been unable to draw to any large extent upon the balances which they still retain. Nevertheless, reports indicate that building activity has by no means ceased. On the other hand, expenditure from provincial funds upon the establishments and maintenance of colleges and secondary, primary and special schools, as well as upon universities, scholarships, etc., has increased under every head. But no new imperial grants were allotted during the year.

The other source of public expenditure—local and municipal funds—has contributed an additional 16½ lakhs of expenditure during the current year. It is necessary here to allude to the remarks of the Government of the Punjab upon under-expenditure by boards and municipalities in 1914-15. The Director now explains that the local bodies, relieved by enhanced grants from a certain amount of recurring expenditure, temporarily diverted the portion of their own resources thus set free to capital expenditure, but since then have again raised their recurring outlay beyond its former level. In Assam it was found that the additional grants made had been of much help to several

of the boards, but the result had in some cases been a decline from the standard previously set up.

A change was made in the system of distributing grants to local bodies in the Punjab for the extension of vernacular education. The variable grants previously assessed from year to year were fixed grants and it was decided that new grants should be distributed to boards most in need of assistance at a rate of Rs200 and Rs150 for each boys' and girls' school, respectively, which should be opened, subject to the condition that the amount allotted should not be exceeded. The Director remarks that this system, while it possesses certain advantages, leaves the local bodies in ignorance as to the assistance they may expect and hence unable to frame programmes of extension in advance, does not permit them to raise salaries and add teachers to understaffed schools and does not afford any guarantee to proportionate expenditure on the part of the board.

Fees show an increase of about 18 lakhs and private subscriptions have steadily increased.

The expenditure from Imperial grants is shown mainly under that from *Imperial* provincial revenues, or, where funds have been permanently allocated to local *grants* bodies, under the heads local and municipal. But it is necessary to treat of these grants separately. In previous narratives it was impossible to do this with accuracy, since the figures in the general tables did not distinguish between expenditure from this source and expenditure from other sources. All that could be done was to show the total increase over the expenditure of 1910-11; and, as stated last year, the table then appended did not give an accurate description of the position regarding these grants, since it was known that expenditure had been increased from other sources. It has therefore appeared better to rely entirely upon figures of approximate expenditure from the imperial grants which are compiled from information supplied by Local Governments and other spending authorities. Hence it is no longer necessary to publish the table which figured as an appendix to the previous narratives. Instead, the figures referred to above are now published as an appendix to the present volume.

With a view to the understanding of this appendix, it should be explained that the allotted grants to which it refers are the following :—

Grants of		Lakhs of rupees.	
		Recurring.	Non-recurring.
1910-11		...	93.00
1912-13		60.00	3,87.18
1913-14	{ old	60.00	...
	{ new	55.00	95
1914-15	{ old	1,15.00	...
	{ new	9.00	12.25
1915-16	{ old	1,24.00	...
	{ new	...	...
TOTAL		4,23.00	4,93.38

Hence a total of 493.38 lakhs non-recurring and 423 lakhs recurring has been made in the past six years. (The annual recurring allotment now amounts to 124 lakhs.) The total allotment up to date has been 916.38 lakhs.

Out of the last-mentioned total, 916.04 lakhs have been placed in provincial balances or made available for expenditure, and 0.34 lakh has been surrendered. Out of the sum of 916.04 lakhs, 685.19 lakhs have been spent and 230.85 lakhs are as yet unspent, 229.43 lakhs standing in balances of major provinces and the remaining sum of 1.42 remaining unspent by minor administrations or other spending authorities, but available for re-allotment by special sanction.

The figures given in brief in the preceding paragraph are elaborated in the appendix. In order to avoid misunderstanding it may be observed that the recurring balance shown in the penultimate column of the appendix is available only for capital expenditure.

Last year an attempt was made to show the distribution of imperial grants on different kinds of education. It was stated that the figures could not lay claim to accuracy. Accurate and detailed figures, however, are to be found in some of the provincial reports. The Director in Bombay has made a particularly careful and valuable calculation; and an admirable series of statements is appended to the report from the Central Provinces.

Several of the Directors describe the great improvements which imperial grants have rendered possible. Thus the Bengal report states that good work is now being done in board lower primary schools and that the teachers are reasonably prosperous and contented. There is especially a real advance in the work attempted in some of the *guru* training schools. The Punjab report reviews the period from 1904-05 (the earliest date at which large imperial grants were made) and points out that in every stage of education in that province, the volume of education has doubled or more than doubled during the period. Nor has the advance been merely numerical; salaries have been enhanced, additional teachers appointed and new facilities given for the training of teachers. At the same time the Directors in these two provinces deplore the cessation of new funds and the lack of a financial programme. Mr. Hornell says that without money there can be no advance and that with the funds at its disposal the department cannot even proceed effectively with the various schemes which were worked out in connection with the recent grants. Mr. Godley states that the question of financing primary education has never received the attention which its importance deserves. "Much has been said about schemes and programmes; too little about the exact means of carrying them into effect. Systematic extension of primary education is impracticable without an assurance of a continuously expanding provision of funds from one quarter or another. Experience has shown that local resources in the Punjab are unequal to the task, and no definite liability has hitherto been assumed in the case of provincial revenues. The imposition of school-rates such as are levied in England from towns-people as well as owners and tenants of agricultural land has not even been suggested. The result is that extension has been virtually dependent on occasional and irregular doles from the Government of India. These doles accomplish much at the time, although the unexpected receipt of large sums of money is not favourable to economical spending. But the progress is by fits and starts; whereas

it is steady development on lines planned beforehand with a view to the funds available which is likely to achieve the most solid and permanent results. So long as there is no sort of pledge that a regular supply of money will be forthcoming for bringing new schools into existence, the drawing up of imaginary programmes of extension based on imaginary finance is an occupation which lacks practicality."

There are now 189,248 educational institutions in British India. This *Statistical progress* represents an increase of 4,192 institutions in the year under review. Special institutions, classified as 'other schools,' and private institutions have decreased by 2,553. Public institutions, other than special, have increased by 6,673. The increase among primary schools is no less than 6,377—a satisfactory feature, but, together with the decrease in 'other schools,' partly to be accounted for by the transfer from the latter to the former head of a certain number of *maktabs* and *pathshalas*.

Pupils have increased by 169,077 and now number 7,617,496. Comparison with the remoter past is complicated by the fact that in 1914-15 the decision to exclude figures for Native States wrought a decrease of about 4,000 institutions, a third of a million pupils and some 30 lakhs of expenditure. But the following comparisons are possible and significant. First, the three years 1911—1914 represent the period during which large grants were being allotted for education. The average increase of pupils during each of these years was 390,855. In the year 1914-15 imperial grants were still being made available. But in the same year the war broke out and the basis of collecting statistics was changed. Owing mainly to the last cause, the numbers apparently dropped from 7,518,147 to 7,448,419; but, had the figures for Native States not been discontinued, this decrease would have been converted into an increase of some 260,000 pupils. The year 1915-16 was one of great financial stringency and the increase, though still continued, fell to 169,077. It is remarkable that the increase among girl-pupils (though in itself small) is proportionately far higher than that among boy-pupils. Last year, 5.1 per cent. of the male population, .94 of the female and 3.06 of the whole population were under instruction. This year the answering figures are 5.2, 1.0 and 3.1.

The increase has been largest in Madras, but is shared by all provinces save Bihar and Orissa, and Coorg. Analysed according to grade of institution, the totals and the increases and decreases are as follows :—

	THOUSANDS OF PUPILS.	
	Totals.	Increase or decrease.
Collegiate	55.5	+ 4.9
Secondary	1,128.4	+ 30.4
Primary	5,638.2	+ 190.4
Special	161.1	— 59.1
Private	634.3	+ 2.4
TOTAL	7,617.5	+ 169.0

*General
features of the
year's work.*

The increase under primary pupils is satisfactory, though, like the increase of schools, it is partly accounted for by a transfer from 'other schools.'

As might be expected in view of the circumstances, the feature of the year's work was consolidation rather than rapid advance. Educational codes were issued for the new province of Bihar and Orissa and for the North-West Frontier Province, which had hitherto used the Punjab code. The Government of India issued a circular regarding the Decentralisation Commission's report in its bearing on education, especially the functions of local bodies. Financial stringency has not checked the working out of schemes for the future, even if these cannot be brought into early effect. The main activities are indicated in the general remarks which immediately follow and in the sections devoted to specific forms of education.

Pay of teachers.

The reports do not, as they did in the past two years, indicate measures taken for raising the pay of teachers. By the aid of imperial grants, substantial progress has recently been made in this much needed reform. In Bombay a slight retrogression is observed, the average pay of untrained and unqualified assistant teachers having slightly fallen—possibly owing to the employment of pupil-teachers.

Examinations.

In some quarters dissatisfaction has been expressed at the number of failures in examinations. Various reasons have been assigned for this. It may not be without bearing on the point to observe that the average cost of education in an ordinary arts college is Rs150 and in a secondary school less than Rs27 per student. It has also been a matter of complaint that the standards of university examinations are apt to vary to a large degree. Some variation is inevitable; but that variation has not been excessive in recent years may be seen from the following percentages of success in the university examinations most commonly taken :—

	1906-07.	1911-12.	1915-16.
B.A.	39.2	56.8	51.1
B.Sc.	51.4	57.4	64.4
Intermediate Arts.	40	49.5	42.6
Intermediate Science			
Matriculation			
	44.2	53.6	52.8

The results cannot be described as satisfactory. But they are at least better now than nine years ago. Whether or no the standard of attainment among those who pass has remained steady, is a different question; and certain remarks made by principals of colleges and quoted in the report of the Director in the United Provinces appear to indicate variations of standard as between one university and another. One principal says that the type of student who gets a first class in the Calcutta matriculation would normally fail altogether in that of Allahabad. Another, who is reported to have opportunities of judging the products of both universities, declares that a third division in the Calcutta examination means sheer illiteracy and adds that a boy who fails to get through the Allahabad matriculation or the school-leaving certificate of the United Provinces can go over the border, read in a school

*Excluding final honours as shown in general table VI.

recognised by Calcutta and get a first division. Whether or no these criticisms are justified, the University of Calcutta have formed a committee for the consideration of questions touching their matriculation.

The numbers who take the school-leaving certificate continue slowly to grow. During the year there were 10,065 candidates, of whom 7,150 (71 per cent.) were successful. The Director in *Madras* reports as follows :—

During the year 5,276 secondary school-leaving certificates were completed, while 3,195 candidates were taking a supplementary course in order to improve their certificates against 5,529 and 2,339, respectively, in the previous year.

* * * * *

Towards the close of the year, the strength of the Board was temporarily raised to 12 by the addition of four members nominated by the university, its number has since been fixed at 10 including the university members. An important change was introduced by the action of the university, in publishing a list of secondary school-leaving certificate holders eligible for admission to university courses of study. It was felt necessary to control the admissions instead of leaving them entirely to the principals of colleges.

In the *United Provinces*, 2,135 candidates appeared, of whom 47 per cent. passed, as against 29 per cent. of male candidates for matriculation. One of the inspectors writes :—

The improvement effected in the method of teaching as also of examining by the introduction of the school-leaving certificate examination, is at last beginning to find weight both with the boys and their parents, with the result that it is growing in popularity every day. A number of schools which used to teach both for the matriculation and the school-leaving certificate examination, have lately dropped the matriculation classes and in some cases simply because they could not find boys to join the latter. An interesting case in point is that of the Harish Chandra High School at Benares. The school committee, for reasons best known to themselves, decided in April, 1915, to maintain the matriculation classes despite my recommendation to the contrary, but when the school met in July last, by an irony of fate, there were scarcely any boys to join the matriculation class so that the school had, by sheer force of necessity, to adopt my suggestion of abolishing the matriculation classes and teaching only the school-leaving certificate course.

Of the scheme recently introduced in the *North-West Frontier Province* the Director says :—

It is possible after one year of the working of the school final system to make some estimate of the effect that it is likely to have on school work. A considerable number of students availed themselves of the opportunity offered of taking commercial and clerical subjects in preference to the ordinary course leading to the university; in fact at the Government high school, Peshawar, where a good commercial master joined at the beginning of the school year, the number taking commercial subjects exceeded those taking the ordinary course. In this the first year, however, it is too early to expect those students who do not propose to proceed to college to realise the advantage offered them under the new system of selecting such groups of subjects as may be congenial to them or specifically useful in their after career.

The same Director contends that the system has brought about great improvement in the written work, that oral work has been emphasised, and that the terminal marks in the record have been judiciously awarded by head masters.

Thus the progress made in introducing a more wholesome form of secondary final test, though slow, has been steady. The school-leaving certificate has also been firmly established in *Burma* and a scheme has been framed for *Ajmer-Merwara*. In *Bombay* the examination exists but does not qualify for admission to university courses. Here and in the *Punjab* the whole subject was under consideration during the year and evoked a good deal of criticism indicative of a conservative adherence to the external examination and suspicion of a system which has proved beneficial elsewhere.

Manual training.

Most of the 20 teachers who were undergoing instruction in manual work in *Bombay* qualified in the subject. But lack of funds has restricted the starting of wood-work to three centres. The Director states that the training of the other teachers has been thrown away. The scheme, mentioned last year, of introducing manual training into selected high schools of *Bengal*, has been brought into effect. It is regarded as experimental and applies at present only to 24 schools. The boys are stated to have taken to the work with keenness. In the *Punjab*, a manual training centre has been started for certain high schools in Lahore, where the pupils assemble by batches of 20 in rotation for two hours of instruction a week. This scheme has the advantage of economy, has been successfully adopted in other countries and appears to promise well. In *Bihar and Orissa*, classes were opened at Patna, Cuttack, Ranchi and Bhagalpur. The course is optional but has been freely chosen. Similar classes made a promising start at Sylhet and Dibrugarh in *Assam*. In several other provinces, notably the *United Provinces* and *Burma*, classes had already been established.

The Director in *Bombay* complains of the want of special training in drawing masters; and the inspector of drawing has little time for inspecting and reporting on the work in schools. The inspector in the *Punjab* has produced a drawing book, and teachers of the subject in that province have to undergo a long and searching course of preparation. The effect is excellent and drawing in the *Punjab* schools is attaining a high standard. Good work is done in *Burma* in connection with the subjects of ordinary study—map drawing and book-illustrations; and a useful series of Burmese designs has been issued to schools with satisfactory results. But in some provinces it is not yet recognised how much is gained in interest and lasting impression by a close correlation of simple means of expression with ordinary class-work.

Hostels.

The number of hostels rose by 144 and of boarders by 5,542. The present number of hostels is 3,764 and of boarders 139,941. Each college affiliated to the University of *Madras* was required to furnish an annual return showing the residence of students. Good progress was made in the erection of hostels in *Calcutta* from the imperial grant of 10 lakhs allotted to the University. The University appear to have exceeded the sum annually allotted by the Local Government for the *Calcutta* mess-scheme. The imperial grant was partially utilised in starting a scheme of revised allowances to hostel superintendents in *Bengal* and in paying three-fourths of the cost of supervision of hostels attached to schools under private management. In some provinces, notably the *Punjab*, the percentage of boarders in colleges is now very high and some institutions are practically residential. A students' residence

committee with a wholtime inspector has been started at *Patna* and houses have been hired for students under a regular system.

Bombay and the *Punjab* have made systematic arrangements for the *School hygiene*. medical inspection of pupils. In *Bombay* five appointments of doctors have been sanctioned for this work in certain classes of schools; in the *Punjab* six assistant surgeons carry out the inspection at secondary schools in the larger centres. In *Assam* also arrangements were made for publicly managed Anglo-vernacular schools. *Madras*, *Bengal* and the *Punjab* have arranged through the Y. M. C. A. for directors of physical instruction. In some provinces rules have been framed regarding the passing of school plans by sanitary authorities; in others type-plans have been laid down. Courses in hygiene, long established in some provinces, are now being instituted or considered elsewhere. Classes are now very generally held at convenient centres under the St. John Ambulance Association. Classes in domestic hygiene also exist, but to a less extent. In some cases correspondence with Local Governments regarding these subjects is not yet complete. But good impetus has been given in the direction of greater care of pupils.

No new developments are reported in religious and moral instruction, *Religious and* save the change from English to vernacular as the medium in *Bombay*. The *moral instruction* change is said to have been beneficial, as boys can now follow with ease and reproduce stories of their own. The desirability of introducing a conscience clause has been discussed in some quarters.

This place appears suitable for some mention of indigenous institutions *Maktab, tols*, which impart instruction in the works or tenets of Hinduism, Islam and *etc.* Buddhism. The reclassification of *maktabs*, *mulla* schools, *tols*, etc., alluded to in the preface, had two objects. It was intended to show as primary schools those which may fairly be regarded as such, and secondly to furnish information about classes of institutions at present scattered and concealed under various headings. The figures given below show the institutions, the pupils and the expenditure under the three headings in which they are included in the general tables. The heading 'primary schools' includes institutions which are recognised and teach all or a reasonable part of the primary course. The heading 'other schools' includes such as are recognised but do not teach any part of the primary course. The heading 'private institutions' includes such as fulfil neither condition. The figures for *Madras*, the United Provinces and *Burma* have not been supplied. Those for the remaining provinces are as follows:—

Kind of institution	Classed in general table III as			TOTALS.
	Primary schools.	Other schools.	Private institutions.	
<i>Maktab.</i>				
Institutions	7,157	2,171	1,262	10,590
Pupils	235,716	60,510	83,091	380,320
Expenditure	Rs. 27,960	2,38,651	61,248	10,30,859

Kind of institution.	Classed in general table III as			TOTALS.
	Primary schools.	Other schools.	Private institutions.	
<i>Mulla schools.</i>				
Institutions	588	...	1,122	1,710
Pupils	15,883	...	18,637	34,520
Expenditure	R1,04,568	...	1,338	1,05,906
<i>Tols.</i>				
Institutions	4	1,010	295	1,309
Pupils	107	18,488	3,159	21,754
Expenditure	R 730	2,66,020	3,076	2,69,826
<i>Pathshalas.</i>				
Institutions	176	85	555	816
Pupils	6,663	2,272	15,502	24,437
Expenditure	R 39,987	20,677	16,556	86,220
<i>Kyung schools.</i>				
Institutions . . . . .	...	...	54	54
Pupils . . . . .	...	...	865	865
Expenditure . . . . .	...	...	...	...
<i>Total of all institutions.</i>				
Institutions	7,925	3,566	6,288	17,779
Pupils	258,360	81,270	122,097	461,726
Expenditure	R8,73,215	5,81,348	85,218	14,40,811

In the case of expenditure on private institutions the figures cannot be regarded as complete, as information is not available in all cases.

The reports on discipline in most provinces are generally satisfactory. But there are some grave exceptions, notably in *Bengal* where strikes took place among the students of four institutions—the Presidency and Engineering (Sibpur) Colleges, and two privately managed colleges. As regards the first of these institutions, the Director comments on the complete failure of the first attempt to give the students of the premier college in Bengal some real responsibility in the management of the affairs of their own college. The students' representative committee, established by the late principal and elected by the student body, proved, it is reported, to be an obstacle to authority in time of difficulty. Of the strike at Sibpur the Director remarks that, occurring as it did in an institution where the students are supposed to be living under discipline on the college premises, it is indicative of the extent to which the

bounds of law and order have been relaxed in Bengal. The arrest and internment of certain students in Calcutta were also found necessary and the head master of a Government high school was murdered—the second occurrence of this kind which has taken place in that Presidency. A serious strike also broke out at the Government high school at *Rangoon*, due, it is reported, to an epidemic of megalomania and an almost entire absence of any realisation of responsibility on the part of the more senior pupils. One of the inspectors in the *United Provinces* complains of irregular and unpunctual attendance, lack of courtesy and recklessness in making unfounded statements against masters who have taken any punitive action.

The unobtrusive and arduous work performed by the provincial text-*Text-book* book committees is a subject which deserves mention. The *Madras Com-Committees*. mittee examined 714 books and found 571 suitable for school use. In the *United Provinces* and *Bihar and Orissa* they dealt with 807 and 986 books respectively and approved 212 and 529 for various purposes. The *Calcutta* Committee reported on 172 books and the *Dacca* Committee on 245. In the *Central Provinces* 539 books were submitted and 297 were sanctioned, chiefly for library and prize purposes. These figures shew the amount of labour thrown upon the members, whether official or non-official. In the *United Provinces* considerable time was bestowed upon the preparation of text-books to meet revised curricula and special committees were formed to consider works submitted for this purpose. The *Punjab* Committee continued its patronage of vernacular literature and spent a substantial sum in the presentation of books and periodicals to primary and other schools, books on the war were also distributed to schools and a volume on sanitation to *lambardars* and other village officials.

A question that has been agitating the public during the year is the *The Verna-* substitution of vernacular for English as the medium of instruction up to a *cular as the* comparatively advanced standard. The matter has been much discussed in *medium of* the press, with divers views. Important action has been taken in the *United instruction*. *Provinces*, where vernacular has been made the sole *medium up to the middle* standard. Opinion is divided as to the wisdom of the change, which involves the use of two forms of the vernacular by the same teacher and, it is suggested by one of the inspectors, may be detrimental to progress in English. The Director states that it is as yet premature to comment and adds, "an age-long controversy has thus been decided—whether permanently or not time alone can shew—against those who hold that the supreme importance of acquiring a familiarity with the English language outweighs all other considerations in Anglo-vernacular schools. The change has excited singularly little public interest."

Deserving of mention are the establishment of a co-operative society by *Associations*. the students of the Morris College, Nagpur, for aiding poor boys, and the continuance of a similar fund at Jubbulpore for paying the examination fees of needy students. Teachers' associations were formed in Bihar and Orissa and are reported to be doing excellent work; a guild of trained teachers is in contemplation.

Sir Harcourt Butler, who had been Education Member of the Governor-*Administra-* General's Council for five years, became Lieutenant-Governor of Burma, and *tion*.

his place on the Council was taken by Sir C. Sankaran Nair. The organisation of the department was changed and a post of Educational Commissioner was created. There were no important administrative changes in the provinces.

II.—Universities and Colleges.

New Universities.

The bill for establishing the Benares Hindu University was passed in the Imperial Legislative Council. This measure constitutes a new development in university organisation in India. First, the university is denominational. Though persons of all classes, castes and creeds may be admitted, religious instruction will be imparted in the Hindu religion only and may by statute be made compulsory upon Hindu students; and membership of the Court* is restricted to Hindus (the word "Hindu" being taken throughout to include Jain and Sikh). Second, the university is founded to meet a popular demand, backed by large private contributions, and is, in some important respects, more independent than its predecessors. The act requires that a portion (50 lakhs) of these contributions (in no small measure due to the generosity of Ruling Princes) be invested as a permanent endowment to meet recurring charges. Government has also undertaken to allot one lakh per annum. Appointment to the posts of Chancellor and Vice-Chancellor will not, as in the older universities, be limited to the head of the imperial or local administration, or made by nomination of Government, but will be decided through election by the Court. The State will have no power of nomination to the governing bodies, save that the Lieutenant-Governor will nominate five members to a Senate which may consist of 50 members. The Council will appoint principals of colleges, university professors, etc. At the same time, control by Government is provided. The Lieutenant-Governor of the United Provinces is the Visitor, with powers of inspection, of annulment after due enquiry of proceedings which are not in conformity with law, of the admission of colleges and of final sanction to the Vice-Chancellor's appointment and (save where this power is reserved to the Governor-General in Council) to new or modified statutes and regulations. The Viceroy is styled Lord Rector and the Government of India retain an emergency power to issue (again after due enquiry) instructions incumbent on the Court in case of mismanagement, etc. Third, the University is not an affiliating body with colleges scattered over a vast area, but a unitary university in the sense that its jurisdiction is limited to Benares and that, though the admission of colleges is contemplated, the entire organisation of study will be in the hands of the Senate. Fourth, an important change is made in the constitution and functions of the governing bodies. The five existing universities possess Senates composed both of teaching and of lay elements, which are further organised in faculties, and syndicates which are really executive committees of the Senates, being mainly elected by them and by the faculties. These syndicates indiscriminately perform administrative and academic functions. At Benares, administration is vested in a Court, which is the supreme body, mainly composed of donors and their representatives and persons elected by various bodies (including the Senate); and in a

*The description given here and below of the principal bodies and officers of the university must be interpreted as referring to their normal constitution or appointment. The first Chancellor, Pro-Chancellor, Vice-Chancellor, Court and Senate are notified by the Governor-General in Council.

smaller Council, mainly elected by and from the Court (the Senate sending five of its members as representatives), which is the executive of the Court. On the other hand, academic control—the courses of study, instruction, examination, general discipline, the conferment of degrees, the organisation of faculties, the award of fellowships, prizes, etc.—is vested in a Senate, which though it contains representatives of the Court and of the graduates who need not necessarily be teachers, includes the principals of colleges and university professors as well as teachers elected by the Senate; and in an executive Syndicate, two-thirds of whose ordinary members will be principals or professors. The statutes and the regulations, too, are separated, the former dealing with administration and being framed by the Court, the latter dealing with academic matters and being framed by the Senate.

The existing Central Hindu College at Benares is declared by the act to be a college maintained by the university and will, when notified as such, form the nucleus of the new university. An extensive site outside but adjoining the city has been acquired. The foundation stone was laid with full ceremony by His Excellency Lord Hardinge. The Maharajas of Mysore and Gwalior have been declared Chancellor and Pro-Chancellor. Certain statutes have been framed in addition to the essential statutes scheduled to the act; and regulations, framed in discussion by representatives of the University and the Education Department, were notified after the close of the year under review.

The provisions of the act did not pass uncriticised. Objections were raised to the amount of control retained by Government, to the multiplicity of governing bodies, to the composition of the Court, to the lack of guarantee of an effective standard and to the expressed recognition of the degrees of this as equal to those of the older universities. These criticisms, however, found expression mainly in opinions received from various bodies and persons consulted rather than in the Legislative Council.

Progress has not been made with the scheme for an Aligarh Moslem University. A section of the Muhammadan community is dissatisfied with the conditions contained in the Benares Act, on which that for Aligarh would naturally be modelled. The measure of control retained and the unitary nature of the university are probably the main causes for this dissatisfaction. The Patna University bill was introduced after the close of the year. Progress was made with the schemes for universities in Burma and the Central Provinces. Outside British India legislation was undertaken shortly after the close of the year in Mysore for the creation of a university for that State.

University teaching was continued on an extensive scale at *Calcutta*, and *University* university lectures and the continuance of grants to investigators at *Bombay*, teaching. The University of *Madras* appointed Dr. Gilbert Slater, Principal of Ruskin College, as professor of Indian economics. The report from the *United Provinces* gives an interesting description of Mr. Rushbrooke Williams' researches in some libraries of upper India; seminar work was also commenced in Indian history but proved rather disappointing "owing to the fact that a detailed study of Indian history takes more time than the average student, who has his degree examination constantly in mind, can afford to give." The Univer-

sity of the *Punjab* continued the arrangement of cold weather lectures, engaging the services of Professors Todd and Leonard for economics and history.

Colleges.

The number of students in arts colleges affiliated to the five territorial universities continued to increase rapidly. There are now 43,989 students contained in 119 colleges. The main difficulty in college work is the inadequate preparation of candidates in the secondary schools. This is emphasised in the report of the Director in Bombay, who quotes the opinion of some of the examiners regarding the inaccurate and slovenly habits displayed by examinees. Another difficulty of which much is heard is that of over-crowding or rejection of students owing to the increasing number of applicants for collegiate education. At the same time it is interesting to learn that the Patna College is not up to its possible strength, largely owing to the fact that many applicants for whom vacancies were reserved failed to present themselves.

III.—Secondary education.

General progress.

Last year an increase of over 23,000 pupils was recorded in boys' secondary schools. During the year under review the increase exceeded 25,000, being from 1,031,148 to 1,056,438. There are 1,440 high schools with 503,063 pupils, 2,773 middle English schools with 317,762 pupils, and 2,419 middle vernacular schools with 235,613 pupils. This last class alone shews a decline—and that a very small one. Expenditure has risen from R2,43,28,049 to R2,59,81,227, of which R77,62,089 is met from public funds. R21,88,994 of this expenditure is upon middle vernacular schools. More than one-third of the total number of pupils is contained in Bengal.

The expansion and improvement of secondary education is now proceeding on definite lines in most of the provinces. An extensive scheme was sanctioned for Bihar and Orissa. At the close of the year schemes were still awaited from Bengal and Assam.

Features of the year.

The year was signalised by the allotment of increased teaching grants in *Madras*. In *Bombay*, it was notified that grants could not be reassessed owing to the financial situation, that additional schools could not be placed on the aided list, and that building and equipment grants must be suspended. Perhaps the most important development (says the director), in the schools of this Presidency is that of practical science work in the higher standards. The Hastings House school, established to meet a definite need in *Bengal* for an institution modelled on English public school lines, was opened during the year and attracted 37 pupils, whose fees for nine months exceeded R21,000. The remainder of the cost is found from provincial revenues. "Its success, indeed its very continuance, will depend upon the support which it receives. It was started after the European war had begun, at a time when European masters are practically unattainable. The assistant master in charge has put his whole soul into the work. His reward is the response which he has awakened in the boys. The teaching work is sound, and the tone of the school excellent." The adoption of vernacular in the *United Provinces* as the medium of instruction up to class VIII has already been mentioned. The *Punjab* report comments on the increase of middle school pupils and contains some interesting remarks by one of the inspectors, which indicate the necessity of a simpler curriculum; as it is, some schools add to their difficulties by needlessly introducing subjects merely to compete with neighbouring schools. In *Bihar and Orissa* progress was made in the building programme for high schools. Action was taken in *Assam* with a view to making all middle English schools conform to a single standard, which should constitute this type of institution as one offering a course complete in itself and not

as a high school in embryo. The introduction of the school final certificate in the *North-West Frontier Province* has already been mentioned; the grant-in-aid rules also were revised. Elsewhere there were no special developments.

The note of pessimism observed last year again manifests itself. *Condition of secondary schools.* Mr. Hornell describes the condition of secondary education in Bengal as bad. The condition of the schools, he says, "is undoubtedly prejudicing the development of the Presidency and is by no means a negligible feature in the existing state of general disturbance. It is customary to trace the genesis of much sedition and crime to the back streets and lanes of Calcutta and Dacca, where the organisers of anarchist conspiracies seek their agents from among university students. This view is correct so far as it goes, but it is in the high schools with their under-paid and discontented teachers, their crowded, dark and ill-ventilated class rooms and their soul-destroying process of unceasing cram, that the seeds of discontent and fanaticism are sown." Some of the reasons for this condition of things in Bengal and for the poor condition of schools and low attainment of pupils elsewhere are indicated in various reports. Mr. Hornell regards their remedy as mainly a matter of funds, remarking that the secondary education system is being run at a figure at which the genuine article, or anything approaching it, cannot be delivered. Other Directors emphasise the difficulty of securing teachers who are not mere birds of passage; and one of them instances a single school more than twenty of whose teachers had not put in a year of service at the institution. The Central Provinces report complains of the dead level of mediocrity and sameness in the methods of teaching, mainly attributable to lack of general knowledge and attainments in the staff. There are two other contributing causes—the dominance of the matriculation and the absence of any effective control over the organisation of the system. "The dominance of the university matriculation over the curriculum," says Mr. Hornell, "and the fact that the majority of the schools still acknowledge no law and submit to no supervision or guidance, other than that which that examination imposes on them, are important factors in the situation." One of the Punjab inspectors says that some of the schools, especially in small towns and localities where there are more than one school and in which one school only would easily suffice, are ill-managed and inefficient to a degree, doing more harm than good to the community for whose benefit they are supposed to have been opened and who liberally pay for them.

IV.—Primary education.

Last year it was shown that during the seven pre-war years there had been *General progress.* an increase of 1,343,248 pupils in public primary schools for boys—equivalent to an average annual increase of about 192,000. In 1914-15 there was an apparent decrease of nearly 86,000 scholars, due to the exclusion of Native States; in reality, there had been an approximate increase of 100,000 in British India. The figures for the close of 1915-16 show a total of over 5 million pupils in boys' primary schools, which represents an apparent increase of 146,270. This, however, is an over-statement, certain institutions previously classed as 'other schools' being now shown as primary schools, and a

decrease of nearly 63,000 having accordingly taken place in the former category. The figures below must be read with this reservation.

Province.	Number of boys' primary schools.		Number of pupils in boys' primary schools.		Increase or decrease of pupils.
	1915.	1916.	1915.	1916.	
Madras	20,917	26,100	1,144,806	1,202,210	[+ 57,413
Bombay	6,029	6,797	594,728	588,790	— 5,938
Bengal	28,335	31,617	1,047,262	1,124,408	+ 77,206
United Provinces	10,543	10,476	570,547	562,754	+ 16,207
Punjab	4,652	4,767	228,661	234,702	+ 6,201
Burma	6,029	6,492	209,005	215,637	+ 5,932
Bihar and Orissa	21,330	21,233	601,704	591,804	— 9,900
Central Provinces	3,727	3,009	271,886	270,557	— 1,329
Assam	3,028	3,359	175,414	175,284	— 130
North-West Frontier Province	539	584	25,043	26,363	+ 720
Coorg	94	91	6,022	6,320	— 298
Delhi	82	87	6,181	6,365	+ 184
TOTAL	116,012	120,858	4,888,010	5,034,289	+ 146,279

The large increase in Bengal is due to the fact that 62,869 pupils reading in *maktabs* have this year been included among primary school pupils.

Expenditure rose by about 11½ lakhs to ₹2,42,23,122. The increase is mainly under local funds.

The figures for boys and girls in primary schools, the primary classes of secondary schools, other schools and private schools which teach a vernacular, will serve to correct the re-classification and are as follows:—

	Boys.	Girls.	TOTAL.
In primary stage of public schools	5,143,612	1,005,906	6,209,418
In other public schools giving primary education	100,947	18,170	119,117*
In elementary private schools teaching a vernacular	323,552	17,875	341,427
TOTAL	5,568,011	1,101,951	6,669,962

In 1913-14 the total of children in the elementary stage of instruction was 6·6 millions; in the next year, owing to the exclusion of Native States, it fell to 6·5 millions; it has now risen again to over 6·6 millions, or an increase of 112,762 over last year. Thus 2·7 per cent. of the population are undergoing elementary education, namely 4·5 in the case of boys and ·9 in the case of girls.

The sustained increase in *Madras* is all the more satisfactory as the rate of increase is greater among schools having standards above the fourth. The decrease in *Bombay* is ascribed to various causes—closure of schools owing to poor attendance, outbreaks of plague, etc. The conversion of ordinary into rural schools continues to excite some

*The precise number of those in 'other schools' who can be regarded as undergoing primary education is uncertain, and there are miscellaneous institutions which appear under other headings not here included where primary education is imparted. Directors of Public Instruction are being asked to make a computation of those undergoing primary instruction in institutions of these types.

agitation and it is understood that the question is under reconsideration. Upper primary schools have decreased in *Bengal*, apparently owing to the unpopularity of purely vernacular education. In the *United Provinces* the policy has been pursued of transforming aided into board schools and the recommendations of the primary education committee have been followed. Those recommendations assumed that education carried no higher than the lower primary stage is useless, and proposed (among other things) the abolition of the distinction of upper and lower primary, that a primary school should consist of six classes, and that when such a school is not possible, preparatory schools should be grouped round a central institution. Surveys were prepared accordingly but did not prove altogether successful. A strict adherence to the recommendations would have disturbed the existing and natural distribution of schools. Accordingly the schemes had to be revised. Very few boys, remarks one of the inspectors, are prepared to migrate to another school in order to continue their studies beyond the second standard. The policy of closing inefficient aided schools, commended by the committee, has also been criticised by the chairmen of some district boards. The Director in *Burma* observes that the average number enrolled in primary schools has fallen. *Bihar and Orissa* shows an increase of schools and pupils in every class of public institution save boys' primary schools, which decreased. Among reasons assigned are unskilful concentration of schools and the apparent devotion by boards to secondary education of funds which ought to be spent on primary education. It is to be noticed that the decline in numbers has been accompanied by a decline in private schools and their pupils. The slight decrease in the *Central Provinces* is attributed to lack of grants for the opening of new schools, the prevalence of epidemic disease, etc. The revision of the curriculum and the preparation of new text-books were commenced.

Building activity was continued. The Director in Bombay reports that *Buildings.* the type-plan there adopted is satisfactory. The Punjab report speaks of buildings costing Rs. 1,135, states that no type is suitable for all localities and suggests a veranda type with open arches towards the side unexposed to the sun and screened windows on the other. It adds that the plan of entrusting repairs to local agency has worked well in some districts.

The difficult question of factory schools is undoubtedly finding satis- *Factory and* factory solution in some localities, though the general silence of reports *garden schools.* possibly indicates that these are the exceptions. The *Bihar and Orissa* report mentions the Peninsular Tobacco Factory school at Monghyr, night schools for colliery children, mica miners and workers of the Tata Iron and Steel Company, as well as 31 schools maintained by the East Indian Railway at Giridih. In *Assam* there are 167 schools for tea-garden children, with 3,615 pupils. The Commissioner of the Assam Valley thinks there are signs that prejudices are to some extent being combated, "but it will take years before the majority of cooly parents can be got to see the advantage of education for their children."

V.—Professional and special education.

The number of those in training colleges rose from 693 to 774. The *Training of* number of men in training schools rose slightly from 15,221 to 15,327 and that *teachers.* of women from 2,184 to 2,405. In 1914-15 there were 252,804 teachers in employ, of whom 73,258 or 29 per cent. were trained. In 1915-16 there were 267,458 teachers, of whom 80,246, or 30 per cent., were trained. Thus it would appear that the training institutions are capable of keeping pace with expansion, but not of materially reducing the large proportion of untrained teachers. The proportion of trained teachers is slightly greater among

teachers of English and the classical languages than among those of vernacular. But among 85,899 of the former class only 8,114 have taken a degree.

Among schemes alluded to last year, that for the expansion and improvement of the Patna training college was brought into effect. The institution was moved into new quarters, a class was added for the degree of teaching and the number of students was raised from 15 to 40. The most interesting among recent developments in the training of elementary teachers is the system of training classes in the *United Provinces*. The number of classes rose during the year from 228 to 254 and the number of their pupils from 1,365 to 1,680. A similar organisation has been started in *Burma* and inspectors are unanimous in approval of it and as to the desirability of expansion. Once more there comes from *Bombay* a complaint regarding the failure of teachers to avail themselves of opportunities. The principal of the secondary training college observes that during his incumbency no school in Bombay city has ever sent a teacher to be trained notwithstanding that there must be at least a hundred teachers of secondary schools within ten minutes walk of the institution. Owing to the poor attendance the courses of lectures for outsiders were discontinued. It is also disappointing to find a substantial decline in the numbers at the David Hare training college in *Calcutta*. The report from the *Punjab* is more cheering. The proportion of trained teachers in secondary schools is steadily rising and is now 61 per cent. In board primary schools two-thirds of the teachers are trained, though in aided schools the proportion is comparatively small, since training is not a necessary condition for grant. "The out-turn of the various normal schools and training classes is fairly adequate for existing needs, and improved pay and provident funds have checked the tendency to desert the teacher's calling for other paths of employment." It is noticeable that third-year classes have been opened in the principal normal schools in *Assam* and that similar action (extending even to a fourth year) is recommended in the *Central Provinces*. Most board schools in the *North-West Frontier Province* now have trained headmasters.

Medical education.

The sanction of the Secretary of State for India has been accorded to the appointment of the professorial and other staff required for the School of Tropical Medicine in *Calcutta*. The school will not, however, be opened till officers are available to fill the professorial appointments and the financial position permits.

The affiliation of the Medical School, Belgatchia, to the *Calcutta University*, has been effected, the standard in medicine being that of the preliminary Sc. M. B. examination. The question of financial assistance to the institution by Government is under consideration. The Lady Hardinge Medical College for women, Delhi, has been affiliated to the *Punjab University*, (a) in the Science Faculty for the Intermediate courses in biology, physics and chemistry, and the additional test in chemistry, with effect from the 1st September, 1916, and (b) in the Medical Faculty for the courses for the first Professional Examination for the degree of Bachelor of Medicine and Bachelor of Surgery, with effect from the 1st September, 1917. The college was opened in October, 1916.

The Indian Medical Degrees Act, 1916 (VII of 1916), has passed into law. Medical Registration Acts have been passed for all provinces, except the *United Provinces*.

The question of raising the standard of education imparted at the *Agra Medical School*, and the affiliation of the institution to the *Allahabad University*, has been deferred till after the conclusion of the war. Authority has been given for the inclusion of the *United Provinces State Board of Medical Examinations* in the schedule of the Indian Medical Degrees Act.

The scheme for improving the course of training of Military Assistant Surgeons is held in abeyance pending the final decision of the General Medical Council as to recognition of the membership of the College of Physicians and Surgeons, Bombay, and the State Faculty of Medicine, Calcutta.

The number of students in the engineering colleges was 1,296—a slight increase. The number of engineering and survey schools remained constant at 18, while the number of pupils rose from 743 to 775. Technical and industrial schools showed an increase from 198 to 237 and their pupils from 11,176 to 12,685. This increase is mainly due to the inclusion of figures in Madras which were previously omitted, and hence is largely apparent. Bombay registers a decline.

The most interesting remarks in the reports have reference to weaving. The weaving institute at Scramapore near Calcutta is regarded as having passed the experimental stage and shows promise of development. The applications for admission to the higher and artisan classes have increased and numbers could be doubled were accommodation available. The expansion and reorganisation of this school are deemed to be the one urgent industrial proposition before the local department of instruction, and steps are being taken. The period of instruction at the schools of Bihar and Orissa has been extended to a year and a fly-shuttle is presented to each student on leaving—modifications which it is hoped will make these places more useful. The centres for mining instruction in both these provinces, including the classes at Sibpur and those in the coalfields, have been placed under the advisory board and a single lecturer appointed for classes conducted in English. The number of students in the vernacular classes has trebled and the preparation of Bengali manuals on mining and mine surveying is being considered. The artisan classes in these provinces are attaining considerable success. Other matters are less encouraging. The tinctorial chemistry classes at Sibpur have failed to attract and are to be closed. In Burma, the engineering school at Insein is now doing useful work, but schools at Akyab and elsewhere languish for want of stipends, without which pupils will not join them.

The numbers at the Sydenham College of Commerce and Economics have increased; but the principal complains that it is encumbered with youths who have no aptitude for a business career and mistakenly suppose that they can gain a degree more easily than at an arts college or will somehow obtain easy employment. The strength of the Government Commercial Institute, Calcutta, declined, mainly in the evening classes; a class was opened for accountancy and auditing.

The revision of the curricula at several of the agricultural colleges which was referred to in last year's report has had successful results, notably in the Cawnpore and the Lyallpur Colleges, in the former of which the farm has been enlarged, new buildings have been erected and arrangements have been made for a course in mechanical engineering. A further revision has now been effected in the Sabour Agricultural College of Bihar and Orissa where a two years' course has been substituted for the existing three years' course from the session 1916-17. It was still felt, however, that the position in regard to agricultural education was susceptible of improvement, and a conference of officials and non-officials under the presidency of the Hon'ble Member in charge of the Revenue and Agriculture Department was convened at Pusa in February 1916 to discuss this subject. The recommendations of this conference are still under the consideration of Government.

Forestry education.

The students' quarters, the club house and the Curator's quarters at the Forest Research Institute, Dehra Dun, which were commenced in 1914-15, were completed during the year.

Veterinary education.

The post-graduate course at the Punjab Veterinary College to which a reference was made in last year's report was inaugurated in the present year and the completion of the equipment of the college has led to a marked improvement in the training of the students.

Reformatory schools.

One of the inspectors in Madras who had previously been an inspector of industrial and reformatory schools in England was employed on the preparation of draft bills on the lines of the English Children's act for Madras and for Bengal.

*VI.—Education of special classes.**Education of girls.*

The number of girls in public institutions rose from 1,054,161 to 1,112,024, and of those in all institutions from 1,126,536 to 1,186,281. Thus there was an increase of 59,745 against one of 24,204 in the previous year. The percentage of increase was 5.3 compared with that of 1.7 in the case of boys. Institutions of all kinds increased from 19,536 to 20,529. The provincial figures for the 31st March 1916 are as follows:—

Province.	No. of institutions for girls.	Increase or decrease on the figures for 1915.	Number of girls under instruction.	Increase or decrease on the figures for 1915.	Direct recurring expenditure.	Increase or decrease on the expenditure for 1915.
					R	R
Madras	1,875	+ 126	313,315	+ 10,742	18,38,568	+ 1,00,164
Bombay	1,295	+ 560	145,028	+ 6,480	17,30,397	+ 1,00,831
Bengal	9,250	+ 572	284,813	+ 20,603	14,82,792	+ 53,079
United Provinces	1,423	— 18	61,931	+ 1,897	9,02,418	+ 14,989
Punjab	1,873	— 53	68,852	+ 4,037	8,68,746	+ 1,18,781
Burma	1,046	+ 130	117,273	+ 4,471	6,12,493	+ 68,527
Bihar and Orissa	2,852	+ 173	110,843	+ 2,391	6,05,326	+ 56,119
Central Provinces	378	+ 15	36,054	+ 1,545	2,71,555	+ 8,177
Assam	367	— 9	28,303	+ 759	1,20,684	+ 6,198
North-West Frontier Province	125	..	5,211	+ 339	34,181	+ 11,587
Coorg	8	..	2,415	— 11	13,364	+ 1,020
Delhi	28	— 2	2,343	+ 489	49,724	+ 5,932
TOTAL	20,529	+ 903	1,186,281	+ 59,745	85,20,248	+ 5,63,407

Expenditure on secondary schools for girls rose by over 1½ lakhs to Rs36,38,129, on primary by nearly 3 lakhs to Rs39,06,337, and on training institutions by some Rs5,000 to Rs5,63,207.

As usual, the reports give very varying accounts of the enthusiasm or indifference displayed as regards girls' education. The Director in Bombay says that "outside of Bombay and Poona secondary schools for girls would not exist in the central division without the help of missions and those that do exist have very few girls in them, in spite of all that we have heard lately about a supposed ardent desire for an extension of facilities for the education of girls," and he proceeds to give instances. The case appears to be different in Bengal. The Director says that the education of girls of the Hindu

middle class up to a certain standard has become a practical necessity, that even the orthodox Hindu parent is beginning to realise the advantage of a well-conducted school over home instruction, and that parents of this class are now ready to pay fees for their girls' instruction.

After the close of the year the Government of India issued an important circular. This circular, while deprecating at this stage the creation of a committee (which had been suggested to the Secretary of State), considered the time appropriate for a general consideration of the whole question, especially in view of the gradual breaking up of the joint family system with the result that young women are no longer able to rely as in former days upon the advice and care of older relations, and the necessity of securing through their education the health and physical efficiency of children. It also touched upon the general feeling that the present curricula are unsuitable for girls. The view was accepted as ordinarily applicable to girls' primary education, that it should rest for the most part in the hands of local bodies, since in a special sense it must be adapted to the needs of the people, and that, apart from the three R's, the question of subjects to be taught might be left to those bodies. The question of similar procedure in regard to secondary and higher education was opened, as well as the difficult problems of the provision of trained teachers and of a suitable inspecting agency.

Madras had 98 girls reading in the three women's colleges. The Government College has amply justified expectations and has been raised to the first grade. The *Bengal* report mentions a new curriculum which has been tentatively introduced in three high schools under mission management, intended to meet the feeling that the present course is unsuitable and including hygiene, nursing, needle-work, cookery, domestic work, etc., as well as ordinary school subjects. New *zenana* classes were opened, and there are now 74 *zenana* teachers employed at public expense. Conveyance fees were introduced in the *United Provinces* with negligible effect upon attendance, though it is reported from *Bihar* and *Orissa* that when the committee of an aided school imposed a similar fee (amounting to two annas a month) the attendance fell by two-thirds. The *Punjab* receives a testimonial in the report from the *United Provinces*, where an interesting calculation is given of the proportion of girls in upper to those in lower primary classes, the *Punjab* heading the list with a proportion of 1 to 8, the next being *Bombay* with 1 to 12 and the lowest *Bihar* with 1 to 81. It is remarked that in *Burma* 78 per cent. of the girls in public institutions are in boys' schools, and the number so studying considerably increased in *Assam* also.

The reports contain the usual complaint of lack of teachers. The number of pupils in training schools for women has risen from 2,076 to 2,306. The training school for widows at Ballygunge is doing good work.

A new departure in the shape of a Women's University has recently been started near Poona by Professor Karve. The institution is a private one. The results of the experiment are not yet known.

The number of institutions has risen by 6 to 417, and that of pupils by *European* 1,316 to 39,481. The percentage of the European and domiciled community education at school is 16.4 of the total. But this figure requires slight rectification to allow for Indians reading in European schools, the omission of *Bangalore* figures, etc. Expenditure fell by Rs. 23,189 to Rs. 90,08,264. This fall took place in expenditure on buildings and apparatus, direct expenditure remaining almost constant at Rs. 43,86,450.

The financial position has checked progress for a training college in southern India. The Madras report mentions the appointment of a peripatetic teacher of music, and that from Bengal the work which is being done by the Y. W. C. A. in Calcutta, where 934 students are receiving instruction in short-hand, typing, cookery, dress-making, first aid and home-nursing.

After the close of the year, the Government of India issued a circular referring to the replies of the Local Governments on the proceedings of the conference of 1912. Action has already been taken on some of the more obvious proposals then passed. A serious difficulty is the multiplication of small high classes owing to the co-existence of denominational schools.

Education of
Muhammadans.

Muhammadan pupils have increased from 1,725,451 to 1,767,783, or by 2.5 per cent. against an increase of 2.1 among Hindu pupils. The increase of Muhammadans in primary schools alone amounts to over 100,000, with a fall of some 65,000 in special schools—due to the reclassification of *maktabs*. College students (arts and professional) number 5,992 against 5,426 last year. Pupils in secondary schools show a very slight decrease, the number in high schools having risen and that in middle schools fallen.

The statement on pages 9 and 10 shows an expenditure of Rs11,36,765 upon *maktabs* and *mulla* schools, of which Rs95,597 is met from public funds. This, however, does not represent the full expenditure upon institutions specially intended for Muslims. In Madras alone the latter is 7.40 lakhs (of which 73 per cent. is met from public funds) as against 6.87 lakhs in the previous year. In Bengal the expenditure on *maktabs* rose from 4.81 lakhs to 5.11 lakhs, to say nothing of the cost of the government *madrassas* for which provincial revenues became fully responsible during the year, the money thus set free from the Mohsin fund being used to create 124 stipends for Muslim pupils. The total public expenditure (so far as ascertainable) on Muhammadan schools in 1913-14 was Rs10,33,451.

Madras reports that the number of institutions mainly intended for Muslims rose from 2,535 to 2,719 and their strength from 130,525 to 141,911. In Bombay the chief topic continues to be the question of instruction through the medium of Urdu. The numbers in Urdu schools and classes rose and difficulties (save in the classes attached to Marathi schools) are disappearing. But the Muhammadan community are apprehensive about the effect of the new course and the admixture of compulsory Marathi is suggested. *Mullas* have been attached to some of the board schools in Sind. In Bengal, while 52.7 per cent. of the population is Muslim, pupils of this community form 44.9 per cent. of the school population. A new hostel is being erected in Calcutta. Of the important scheme recently introduced for the reform of *madrassas* with a view to bringing Islamic education more fully into line with the requirements of modern life, the Director says:—

"How far it will succeed, it is impossible as yet to say. In the Chittagong district it has resulted in a heavy fall in the numbers attending the more important *madrassas* and the establishment of a number of private *madrassas* teaching the old course. The feeling in Chittagong is that the reformed course, while it will not produce good *mullas*, etc., will fail to turn out a Muslim capable of competing with others in secular life."

The United Provinces report shows that the balance in hand with the Muslim University Committee was Rs29,55,984, and details a number of

measures taken during the year for the extension of Muhammadan education, such as the maintenance of Islamic schools by boards, the appointment of special Muhammadan inspecting staff, etc. The report from *Bihar and Orissa* mentions with regret the decline of Islamic learning.

The Government of *Madras* have assigned out of the imperial allotment for aided secondary schools a sum of Rs56,000 as extra teaching grant to cover the loss of fee-income foregone in the case of backward classes and castes (as also of Muhammadans, Uriyas and girls). A further advance is noticed in facilities for the education of Panchamas. The number of schools intended for this community rose by 530 and that of pupils by about 9 per cent. to a total of 114,072. The number of aboriginals at school is 6,257. Schools for the depressed classes in *Bombay* number 576 and pupils 28,493 (of whom 278 are in secondary and 27 in training institutions); and 21,944 aboriginals are at school. There appear to be 48 schools for the depressed classes in the *United Provinces* and an expression of appreciation comes from the Chairman of the *Agra* district board for the work of the *Arya Samaj*. In *Burma*, where there are no depressed classes (in the sense of the expression applicable in India), special classes include hill tribes, separate communities like the Chinese and the Talaings, etc., and number 70,628 at school, of whom 54,367 are in special institutions. Aboriginal pupils in *Bihar and Orissa* number 59,304; in the *Central Provinces* (if depressed classes be included) 36,166. There are 18,740 pupils enrolled in the hill districts of *Assam*. Other provinces do not supply general figures.

It was suggested that some separate figures should be given for Jains. In *Bombay* there are 19,800 Jains under instruction, of whom 242 are in colleges and 2,235 in secondary schools. The Director in the *Central Provinces* shows 4,644 Jains under instruction. Figures are not given for other provinces.

APPENDIX.

Statement of Imperial Grants.

[Figures shown in Lakhs of Rupees.]

PROVINCE.	GRANTS TO END OF 1915-16.		EXPENDITURE.								Unspent balances on the 31st March 1916.	
			TO END OF 1914-15.		IN 1915-16 RECORDED UNDER				TOTAL TO END OF 1915-16.			
					Education.		Other heads.*					
	Recur- ring.	Non-re- curring.	Recur- ring.	Non-re- curring.	Recur- ring.	Non-re- curring.	Recur- ring.	Non-re- curring.	Recur- ring.	Non-re- curring.	Recur- ring.	Non-re- curring.
	63-84	64-44	45-34	45-10	17-03	83	36	1-88	63-03	47-81	21	16-63
	50-91	57-78	21-69	30-50	10-03	3-04	80	73	32-02	35-26	17-09	22-52
	92-68	1,44-02	44-28	65-24	18-40	10-83	4-43	3-62	67-11	70-69	25-57	65-23
Unce	54-80	65-45	38-02	30-68	12-63	..	3-34	2-46	54-80	42-14	..	23-31
	31-81	30-09	22-26	30-78	9-55	4-99	..	3-32	31-81	30-09	..	..
	22-93	33-75	13-10	17-35	5-69	..	16	..	18-95	17-35	3-98	16-40
Orissa	30-05	41-37	24-19	18-55	8-19	..	52	2-48	32-90	21-03	6-15	20-34
Unce	20-87	23-40	11-38	13-30	8-48	2-21	..	2-10	19-86	17-70	1-01	5-70
	13-45	15-70	5-41	12-85	3-35	16	94	2-05	9-70	15-06	3-75	54
Frontier	7-10	6-07	4-84	6-07	2-23	..	..	..	7-07	6-07	12	..
	45	1-08	30	86	14	02	..	17	44	1-05	01	03
	3-81	2-78	2-53	2-30	28	39	1-00	..	3-81	2-78	..	..
or adminis- trations and tribunals.	4-61	13-72†	2-14	12-74	71	22	83	43	3-68	13-39	03	33
TOTAL	4,06-49	5,09-55	2,36-38	2,95-59	98-51	23-59	11-88	19-24	3,46-77	3,98-42	59-72	1,71-13

* Viz. Educational expenditure through the Public Works, Medical and other Departments.

† Includes grant of 10 lakhs which was made in 1912-13 and surrendered in 1915-16.

GENERAL TABLES,

1915-16.

(For details see General Table III.)

[illegible]

* All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								TOTAL
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total	University.
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
1. Institutions.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	For Males 65,66,289	31,28,102	2,59,81,227	2,42,23,122	22,38,544	40,95,472	6,62,22,756	33,88,774
	For Females 1,40,623	22,628	36,38,129	39,06,337	5,63,207	2,49,324	85,20,248	
TOTAL	66,96,912	31,50,730	2,96,19,356	2,81,29,459	28,01,751	43,44,796	7,47,43,004	33,88,774
2. (a) Percentages of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	6.63	5.69	16.72	16.75	5.56	5.82	57.17	3.37
(b) Percentages of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	10	01	9.79	61.20	1.96	1.34	74.46	..
(c) Percentages of Municipal expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	1.24	02	21.89	52.93	39	2.34	78.81	..
(d) Percentages of total expenditure in columns 2-17 to total expenditure on Public Instruction.	0.04	2.84	26.72	25.38	2.53	3.93	67.44	3.05

TABLE II.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1915-16.

General Table IV.)

INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.

Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.	
10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,81,707	40,47,334	10,24,747	1,38,53,046	11,56,528	99,34,010	3,60,86,245	11,08,29,249	{ For Males } 1. Institutions. { For Females }
8,81,707	40,47,334	10,24,747	1,38,53,046	11,56,528	99,34,010	3,60,86,245	11,08,29,249	TOTAL.
2.23	12.06	2.01	16.06	1.38	4.82	42.83	100	2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.
..	.93	1.85	19.74	1.16	1.86	25.51	100	(b) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.
..	.33	1.04	16.72	.83	2.27	21.10	100	(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.
.70	4.41	1.74	12.49	1.05	8.97	32.56	100	(d) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

1	TOTAL DIRECT EXPENDITURE			
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.	
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
	2	3	4	5
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—				
Government Institutions . { Cost to Provincial Revenues . .	180 2 1	260 15 9	24 11 10	10 1 5
Cost to Local and Municipal Funds . .	..	0 6 3	0 0 1	0 0 6
TOTAL COST .	260 2 6	355 5 6	47 6 8	10 10 0
Local Fund and Municipal Board Schools, { Cost to Provincial Revenues . .	12 9 11	..	0 8 6	1 6 1
Cost to Local and Municipal Funds . .	75 0 11	..	8 6 5	4 9 10
TOTAL COST .	100 15 5	107 8 0	15 6 3	6 8 3
Aided Institutions . { Cost to Provincial Revenues . .	32 4 10	498 8 10	6 13 7	0 15 6
Cost to Local and Municipal Funds . .	1 13 0	..	1 14 1	1 3 5
TOTAL COST .	138 1 0	605 5 7	29 4 10	4 5 8
Unaided Institutions TOTAL COST .	61 1 7	80 4 11	21 4 11	2 5 3
All Institutions . { Cost to Provincial Revenues . .	58 11 8	230 8 1	5 15 8	1 3 5
Cost to Local and Municipal Funds . .	1 14 7	0 5 0	2 8 4	2 7 8
TOTAL COST .	150 3 5	323 3 6	26 13 5	5 2 9

TABLE II—*contd.*SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1915-16—*contd.**General Table IV.)*

ON PUBLIC INSTRUCTION.		TOTAL.	
SCHOOL EDUCATION, SPECIAL.			
Training Schools.	All other Special Schools.		
6	7	8	9
Rs. A. P.	Rs. A. P.	Rs. A. P.	
159 2 6	130 3 6	49 7 8	3. Average annual cost of educating each pupil in—
7 3 10	0 13 7	0 7 5	Cost to Provincial Revenues . . . } Government Institutions.
169 6 6	147 13 4	69 4 1	Cost to Local and Municipal Funds . }
			TOTAL COST.
5 15 2	6 7 8	1 5 11	Cost to Provincial Revenues . . . }
102 11 6	39 14 4	5 1 9	Cost to Local and Municipal Funds. } Local Fund and Municipal Board Schools.
108 10 9	52 7 9	7 7 8	TOTAL COST.
105 10 9	5 13 10	2 5 11	Cost to Provincial Revenues . . . }
0 11 8	2 6 6	1 5 9	Cost to Local and Municipal Funds. } Aided Institutions.
17 10 0	20 9 4	9 15 0	TOTAL COST.
82 3 9	12 3 1	10 7 10	TOTAL COST Unaided Institutions.
125 10 1	17 0 11	3 5 6	Cost to Provincial Revenues . . . }
21 4 9	2 9 7	2 8 6	Cost to Local and Municipal Funds. } All Institutions.
160 6 5	32 3 11	11 1 2	TOTAL COST.

GENERAL

Colleges, Schools and Scholars in the several Provinces of

CLASS OF INSTITUTIONS.	PUBLIC IN			
	UNDER PUBLIC			
	Managed by Government.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English	23	10,031	9,850	9,034
Oriental	2	302	564	271
<i>Colleges for Professional Training.</i>				
Law	12	3,355	3,500	3,105
Medicine	5	2,000	2,144	2,100
Engineering	4	1,206	1,304	1,225
Teaching	9	713	713	682
Agriculture	5	437	319	295
Veterinary	2	268	270	254
Commercial	1	185	185	184
Forestry	1	61	60	..
TOTAL	60	18,821	16,793	17,223
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	230	76,051	74,203	65,095
Middle Schools	78	11,627	11,755	10,158
{ English	70	6,121	7,032	6,060
{ Vernacular				
For Girls—				
High Schools	20	8,850	8,848	8,162
Middle Schools	11	1,070	1,036	772
{ English	35	3,416	3,414	2,605
{ Vernacular				
TOTAL	444	103,184	101,937	89,359
<i>Primary Schools.</i>				
For Boys	623	81,059	80,726	24,485
For Girls	584	46,714	45,671	33,051
TOTAL	1,207	127,773	126,397	57,536
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Ministers	333	11,023	10,818	10,032
Training Schools for Mistresses	29	909	1,011	810
Schools of Art	5	1,317	1,389	1,037
Law Schools	1	18	18	11
Medical Schools	17	2,030	2,714	2,440
Engineering and Surveying Schools	8	625	553	489
Technical and Industrial Schools	36	2,351	2,276	1,771
Commercial Schools	3	352	308	300
Agricultural Schools	7	1,267	1,207	1,073
Reformatory Schools	73	5,205	5,055	4,180
Other Schools				
TOTAL	612	20,050	25,833	22,285
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,322	238,707	222,465	186,404

TABLE III.

British India for the official year 1915-16.

INSTITUTIONS.				CLASS OF INSTITUTIONS.	
MANAGEMENT.					
Managed by Local Funds and Municipal Boards.					
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
6	7	8	9	1	
4	507	521	491	UNIVERSITY EDUCATION. <i>Arts Colleges.</i>	
1	47	40	44		
1	2	2	2	Colleges for Professional Training.	
....		
....	....	....	....	Law. Medicine. Engineering Teaching. Agriculture. Veterinary. Commercial. Forestry.	
....		
6	556	572	537	TOTAL.	
60	24,012	24,105	21,542	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i>	
331	48,880	48,564	41,635		
939	125,378	124,047	100,455	For Boys— High Schools. } Middle Schools. English Vernacular	
..	....	....	....	For Girls—	
2	170	166	125	High Schools. } Middle Schools. English Vernacular	
30	3,760	3,644	2,630		
1,302	202,209	201,136	166,303	TOTAL.	
34,607	2,118,785	2,040,799	1,600,790	Primary Schools.	
2,073	142,263	136,582	99,620		
37,280	2,261,048	2,183,381	1,700,410	TOTAL	
317	2,726	2,711	2,608	SCHOOL EDUCATION, SPECIAL	
6	57	52	47		
....	....	....	....	Training Schools for Masters. Training Schools for Mistresses. Schools of Art. Law Schools. Medical Schools Engineering and Surveying Schools. Technical and Industrial Schools. Commercial Schools. Agricultural Schools. Reformatory Schools. Other Schools.	
....		
30	2,000	2,705	2,283		
1	20	20	27		
....		
12	334	302	210		
374	6,055	5,802	5,184	TOTAL.	
39,022	2,409,868	2,390,051	1,872,524	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	

GENERAL

Colleges, Schools and Scholars in the several provinces

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.							
	Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.								
English Arts Colleges.	68	22,076	22,317	20,032	10	10,426	10,053	8,872
Oriental Arts Colleges.	22	1,118	1,007	860	8	302	273	214
Colleges for Professional Training.								
Law	..	..	..	..	0	1,170	1,191	836
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	8	61	60	57	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..
Commercial	..	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..	..
TOTAL	93	24,154	23,444	20,940	31	11,898	11,517	9,922
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys—								
High Schools	730	255,763	250,879	219,248	420	148,237	142,287	119,151
Middle Schools { English	1,591	151,268	174,456	146,371	773	76,078	73,350	58,834
{ Vernacular	1,368	99,016	97,831	93,159	42	3,099	2,995	2,373
For Girls—								
High Schools	132	18,051	17,808	15,750	0	871	930	825
Middle Schools { English	192	20,080	19,391	16,840	17	952	975	693
{ Vernacular	193	19,440	19,446	16,441	2	146	139	72
TOTAL	4,206	503,617	579,910	507,813	1,260	229,393	220,576	181,970
Primary Schools.								
For Boys	71,933	2,526,646	2,453,855	2,057,151	12,095	956,701	928,997	278,097
For Girls	11,795	966,812	952,765	286,051	2,179	48,168	44,358	56,747
TOTAL	83,728	2,983,657	2,806,720	2,343,202	14,274	1,004,867	973,355	334,844
SCHOOL EDUCATION, SPECIAL.								
Training Schools for Masters	32	1,580	1,500	1,445	2	27	27	25
Training Schools for Mistresses	55	1,180	1,189	1,133	3	77	60	59
Schools of Art	1	62	70	49	2	280	261	221
Law Schools	..	..	..	..	1	16	14	8
Medical Schools	2	262	236	216	11	953	896	774
Engineering and Surveying Schools	7	231	217	175	3	19	22	19
Technical and Industrial Schools	144	6,501	6,240	5,485	18	804	733	557
Agricultural Schools	1	9	8	8	1	2	2	2
Commercial Schools	15	1,250	359	287	40	2,016	1,352	1,121
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	3,200	85,524	82,187	69,214	1,211	28,054	25,833	21,691
TOTAL	3,457	96,659	92,065	78,012	1,298	32,308	28,958	24,467
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	91,484	3,608,087	3,502,140	2,949,976	18,463	678,456	634,404	531,212
PRIVATE INSTITUTIONS.								
1. ADVANCED TEACHING—								
(a) Arabic or Persian	..	..	..	..	..	..	..	..
(b) Sanskrit	..	..	..	..	..	..	..	..
(c) Any other Oriental Classic	..	..	..	..	..	..	..	..
2. ELEMENTARY TEACHING—								
(a) A vernacular only or mainly for Boys	..	..	..	..	..	..	..	..
Girls	..	..	..	..	..	..	..	..
(b) The Koiné only	..	..	..	..	..	..	..	..
Boys	..	..	..	..	..	..	..	..
Girls	..	..	..	..	..	..	..	..
3. OTHER SCHOOLS not conforming to Departmental Standards.	..	..	..	..	..	..	..	..
Boys	..	..	..	..	..	..	..	..
Girls	..	..	..	..	..	..	..	..
TOTAL	..	..	..	..	..	..	..	..
GRAND TOTAL	..	..	..	..	..	..	..	..

TABLE III—contd.

of British India for the official year 1915-16—contd.

Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.	CLASS OF INSTITUTIONS.
		English Language.	A Classical Language.	A Vernacular Language.			
18	19	20	21	22	23	24	1
							UNIVERSITY EDUCATION. <i>Arts Colleges.</i>
119	43,930	43,406	22,012	23,377	105	..	English.
23	1,829	418	1,629	231	..	..	Oriental.
22	4,557	4,033	..	..	..	..	Law.
5	2,000	1,143	..	..	79	..	Medicine.
4	1,206	774	..	..	..	..	Engineering.
12	774	691	20	203	4	..	Teaching.
5	437	184	..	47	..	..	Agriculture.
2	265	76	..	..	..	..	Veterinary.
1	185	..	..	..	..	..	Commercial.
1	61	61	..	..	..	..	Forestry.
199	55,489	50,785	24,567	23,913	248	..	TOTAL.
							SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i>
1,440	503,063	471,413	203,318	482,000	2,635	..	For Boys—
2,773	317,762	239,270	23,750	305,797	4,054	..	High Schools.
2,419	235,613	316	30,833	234,789	22,632	..	English } Middle Schools.
							Vernacular }
158	22,872	20,402	5,013	12,974	..	2,303	For Girls—
222	22,872	16,725	1,533	13,445	..	2,581	High Schools.
260	20,521	300	2,072	20,743	..	3,847	English } Middle Schools.
							Vernacular }
7,272	1,128,403	748,432	278,469	1,075,814	30,271	8,731	TOTAL.
							Primary Schools.
120,858	5,034,239	64,096	259,819	5,023,102	414,070	..	For Boys.
17,231	603,955	10,500	47,062	600,349	..	25,436	For Girls.
138,090	5,638,244	80,596	297,881	5,623,541	414,070	25,436	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
634	15,426	1,167	2,410	14,833	99	..	Training Schools for Masters.
92	2,300	441	132	1,961	..	..	Training Schools for Mistresses.
8	1,650	722	..	621	104	..	Schools of Art.
2	28	23	..	..	..	..	Law Schools.
30	4,151	2,033	03	1,333	79	..	Medical Schools.
18	775	584	..	43	..	..	Engineering and Surveying Schools.
237	12,635	1,614	..	8,270	182	34	Technical and Industrial Schools.
2	11	..	..	11	..	..	Agricultural Schools.
65	3,647	1,705	..	185	70	5	Commercial Schools.
7	1,267	8	..	1,267	..	..	Reformatory Schools.
4,496	119,117	11,840	82,240	90,440	5,218	397	Other Schools.
5,641	161,072	20,092	84,884	118,920	5,752	432	TOTAL.
151,201	6,993,208	899,905	685,801	6,947,183	450,930	34,599	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
							PRIVATE INSTITUTIONS.
1,220	31,952	181	30,557	3,010	831	35	1. ADVANCED TEACHING—
1,196	21,795	823	21,360	2,199	220	8	(a) Arabic or Persian.
3	108	..	108	..	28	..	(b) Sanskrit.
							(c) Any other Oriental Classic.
24,826	332,365	1,900	91,447	323,950	9,039	..	2. ELEMENTARY TEACHING—
347	9,952	179	569	8,799	..	226	For Boys (a) A vernacular only or mainly.
6,093	145,003	67	137,603	14,141	25,870	..	" Girls.
1,407	24,172	..	23,687	2,024	..	3,263	" Boys (b) The Koran only.
1,963	60,847	20,978	9,131	53,183	1,072	..	" Girls.
87	5,924	629	602	5,390	..	160	" Boys (3) OTHER SCHOOLS not conforming to Departmental Standards.
..	..	..	..	..	..	..	" Girls.
38,047	634,288	24,098	315,321	412,696	38,016	3,693	TOTAL.
189,248	7,617,496	924,603	1,001,122	7,269,834	488,966	39,297	GRAND TOTAL.

GENERAL

Number of Scholars on 31st March 1916 in the several Provinces

		European and Anglo- Indians.	Indian Christians.	HINDUS.		Mohamma- dans.	Buddhists.	Parsees.	Others.	TOTAL.
				Brahmans.	Non- Brahmans.					
1		2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION. ARTS COLLEGES.										
English	{Male	155	1,129	10,020	10,027	4,715	509	513	652	43,520
	{Female	91	150	68	113	5	..	35	7	469
Oriental	{Male . . . . .	..	1	1,267	137	422	..	..	2	1,829
	{Female . . . . .	..	..	..	..	..	..	..	..	..
COLLEGES FOR PROFESSIONAL TRAINING.										
Law	{Male	6	33	1,784	2,290	303	2	27	13	4,557
	{Female . . . . .	..	..	..	..	..	..	..	..	..
Medicine	{Male	84	116	515	1,082	73	6	98	43	2,017
	{Female	24	24	4	9	1	..	14	3	79
Engineering	{Male	93	50	547	488	67	..	44	2	1,294
	{Female . . . . .	..	..	..	..	..	..	..	..	..
Teaching	{Male	25	26	256	244	135	..	..	36	722
	{Female	40	7	3	..	..	..	..	2	52
Agriculture	{Male	5	21	147	166	52	1	15	30	437
	{Female . . . . .	..	..	..	..	..	..	..	..	..
Veterinary	{Male . . . . .	..	3	49	62	119	..	..	42	265
	{Female . . . . .	..	..	..	..	..	..	..	..	..
Commercial	{Male	1	..	64	86	5	..	28	1	185
	{Female . . . . .	..	..	..	..	..	..	..	..	..
Forestry	{Male	2	5	20	19	5	..	1	..	61
	{Female . . . . .	..	..	..	..	..	..	..	..	..
TOTAL		531	1,574	20,713	24,622	5,092	518	770	733	55,489
SCHOOL EDUCATION, GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	{Male	8,982	15,115	127,005	230,280	81,453	12,880	4,197	8,460	600,378
	{Female	982	555	300	210	17	642	120	144	2,685
Middle Schools—										
English	{Male	4,003	10,313	55,800	150,833	75,632	8,244	885	6,187	312,803
	{Female	1,787	1,624	234	518	43	403	97	198	4,954
Vernacular	{Male	6	3,036	20,442	85,537	39,270	51,808	3	5,970	212,081
	{Female	2	1,426	206	574	561	10,821	..	19	22,632
For Girls.										
High Schools	{Male	1,501	210	70	161	32	170	45	87	2,303
	{Female	7,978	4,552	1,403	3,788	455	471	1,348	649	20,509
Middle Schools—										
English	{Male	1,382	472	75	132	37	428	30	25	2,581
	{Female	5,017	7,412	1,212	3,009	694	589	680	378	19,691
Vernacular	{Male	2	144	21	103	87	3,482	..	8	3,847
	{Female	11	2,786	2,435	10,279	2,012	4,204	5	1,151	22,974
TOTAL		32,158	48,551	215,200	495,360	203,210	103,247	7,311	23,285	1,128,403
PRIMARY SCHOOLS.										
For Boys.										
For Boys	{Male	1,527	95,451	441,448	2,763,340	1,033,020	147,043	9,370	144,390	4,619,610
	{Female	770	32,694	47,754	217,053	55,908	51,803	496	8,154	414,679
For Girls.										
For Girls	{Male	840	2,629	977	5,072	4,047	10,430	337	136	25,436
	{Female	1,479	25,895	82,232	290,798	144,051	20,415	3,328	0,721	578,519
TOTAL		4,625	150,009	572,411	3,267,181	1,237,020	229,705	7,537	162,440	5,638,244

TABLE III-A.

of British India, classified according to sex, race, or creed.

	European and Anglo- Indians.	Indian Christians.	HINDUS.		Mohamma- dans.	Buddhists.	Parsee.	Others.	TOTAL.
			Brahmans.	Non- Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION, SPECIAL.									
Training Schools	{ Male : 3 Female : 224	1,410 1,233	4,230 267	6,153 400	2,812 177	351 49	.. 10	320 37	15,321 2,402
Schools of Art	{ Male : 9 Female : 27	86 10	331 14	792 33	274 ..	4 ..	39 18	29 2	1,555 101
Law Schools	{ Male : 1 Female : ..	..	2 ..	14 ..	4 ..	7 ..	..	..	29 ..
Medical Schools	{ Male : 25 Female : 27	155 169	999 19	2,071 27	593 30	35 1	11 1	85 2	3,831 267
Engineering and Surveying Schools	{ Male : 172 Female : ..	16 ..	83 ..	322 ..	78 ..	65 ..	..	39 ..	775 ..
Technical and Industrial Schools	{ Male : 169 Female : 335	1,770 1,620	952 93	3,821 450	2,623 63	25 109	146 2	470 30	9,077 2,703
Agricultural Schools	{ Male : .. Female : ..	9 ..	..	2 ..	..	..	..	..	11 ..
Commercial Schools	{ Male : 111 Female : 1,029	213 27	523 1	1,099 3	212 1	104 ..	261 2	27 4	2,580 1,067
Reformatory Schools	{ Male : 1 Female : ..	31 ..	44 ..	721 ..	360 ..	73 ..	..	34 ..	1,267 ..
Other Schools	{ Male : 95 Female : 41	338 184	21,602 158	11,412 937	62,606 17,330	4,606 83	169 60	69 1	100,917 18,170
TOTAL	2,260	7,276	29,389	27,060	87,189	6,516	640	1,175	161,072
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC IN- STRUCTION.									
	39,583	214,070	817,811	3,814,836	1,533,073	333,086	16,314	187,633	6,933,208
PRIVATE INSTITUTIONS.									
ADVANCED TEACHING.									
(a) Arabic or Persian	{ Male : .. Female : ..	23 13	265 ..	856 2	29,830 948	..	2 12	1 ..	30,077 975
(b) Sanskrit	{ Male : .. Female : ..	23 ..	17,631 323	3,018 522	168 ..	..	..	105 ..	20,915 830
(c) Any other Oriental Classic	{ Male : .. Female : ..	..	..	5 20	..	..	55 28	..	60 48
ELEMENTARY TEACHING.									
A Vernacular only or mainly—									
For Boys	{ Male : .. Female : ..	3,640 1,180	12,685 765	112,424 6,069	16,298 663	174,615 1,091	96 4	3,559 277	321,326 9,639
For Girls	{ Male : .. Female : ..	2 416	17 1,220	81 4,377	27 1,890	57 507	..	42 314	226 8,836
ELEMENTARY TEACHING.									
The Roman only—									
For Boys	{ Male : .. Female : ..	11 ..	259 ..	615 8	121,385 25,815	..	3 17	40 ..	122,193 25,870
For Girls	{ Male : .. Female : ..	..	91 ..	217 ..	3,263 20,600	..	..	1 ..	3,263 20,909
OTHER SCHOOLS NOT CONFORMING TO DEPART- MENTAL STANDARDS.									
For Boys	{ Male : 11 Female : ..	553 133	7,669 161	35,900 1,293	11,468 374	1,524 39	3 ..	1,736 87	58,875 1,972
For Girls	{ Male : 22 Female : 29	6 612	10 704	65 2,601	29 1,013	35 192	..	270 ..	160 5,768
TOTAL	62	6,985	41,864	160,887	239,810	178,001	258	6,391	634,283
GRAND TOTAL	39,645	221,055	870,015	3,981,725	1,767,783	517,047	16,602	194,021	7,617,490

GENERAL

Number of European Colleges, Schools and Scholars in the several Provinces

CLASS OF INSTITUTIONS.	PUBLIC IN-			
	MANAGED BY GOVERNMENT.			
	Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
UNIVERSITY EDUCATION.				
<i>Arts Colleges.</i>				
English . . . . .	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching	1	20	18	18
TOTAL	1	20	18	18
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	0	1,002	1,043	291
Middle Schools, English	4	239	218	198
For Girls—				
High Schools	8	662	659	626
Middle Schools, English	8	221	203	191
TOTAL	20	2,211	2,120	2,008
<i>Primary Schools.</i>				
For Boys	4	309	313	290
For Girls	12	867	802	724
TOTAL	16	1,176	1,122	984
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Mistresses	1	14	16	16
Schools of Art . . . . .	..	..	..	..
Engineering and Surveying Schools	1	6	5	4
Technical and Industrial Schools	1	6	6	6
Commercial Schools . . . . .	..	..	..	..
Other Schools . . . . .	..	..	..	..
TOTAL	3	26	27	21
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	49	3,433	3,287	3,038

TABLE III-B.

of British India for the official year 1915-16.

STITUTIONS.								Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	CLASS OF INSTITUTIONS.
UNDER PRIVATE MANAGEMENT.										
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			
6	7	8	9	10	11	12	13	14	15	1
2	22	10	17	1	4	4	4	3	26	UNIVERSITY EDUCATION. <i>Arts Colleges.</i>
1	38	34	34	..	..	..	..	2	58	English. <i>Colleges for Professional Training.</i>
3	60	53	51	1	4	4	4	5	84	<i>Teaching.</i>
										TOTAL.
51	8,170	7,934	7,272	4	804	781	697	64	10,065	SCHOOL EDUCATION, GENERAL. <i>Secondary Schools.</i>
54	6,038	5,726	5,090	2	35	42	38	60	6,312	For Boys— High Schools.
60	9,405	9,346	8,477	2	138	185	174	79	10,212	Middle Schools, English.
05	6,166	5,933	5,348	2	58	62	57	75	6,445	For Girls— High Schools.
										Middle Schools, English.
239	20,788	28,039	26,187	10	1,035	1,070	966	278	33,034	TOTAL.
38	1,793	1,724	1,465	..	..	..	..	42	2,102	Primary Schools.
31	1,429	1,341	1,126	3	52	57	48	46	2,348	For Boys.
60	3,222	3,065	2,591	3	52	57	48	88	4,450	For Girls.
										TOTAL.
3	40	48	46	..	..	..	..	4	54	SCHOOL EDUCATION, SPECIAL.
5	177	169	134	3	10	22	10	9	202	Training Schools for Mistresses.
13	303	318	284	..	..	..	..	14	309	Schools of Art.
10	1,038	139	117	..	..	..	..	10	1,038	Engineering and Surveying
7	260	235	187	..	..	..	..	7	260	Schools.
38	1,818	909	768	3	19	22	19	44	1,863	Technical and Industrial
349	34,888	32,066	29,597	17	1,110	1,153	1,037	415	39,431	Schools.
										Commercial Schools.
										Other Schools.
										TOTAL.
PRIVATE INSTITUTIONS.										
Other Schools not conforming to Departmental Standards—										
For Boys								2	50	
For Girls										
TOTAL								2	50	
GRAND TOTAL								417	39,481	

Number of European Colleges, Schools and Scholars in the several Provinces

CLASS OF INSTITUTIONS.	NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
1	16	17	18	19	20
UNIVERSITY EDUCATION.					
<i>Arts Colleges.</i>					
English	26	4	..	..	..
<i>Colleges for Professional Training.</i>					
Teaching	58	26	22	..	..
TOTAL	84	30	22	..	..
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
For Boys—					
High Schools	10,063	3,527	5,600	730	..
Middle Schools, English	6,241	565	2,350	1,835	..
For Girls—					
High Schools	10,180	3,284	1,460	..	1,669
Middle Schools, English	6,445	782	1,161	..	1,422
TOTAL	32,929	8,168	10,571	2,565	3,091
<i>Primary Schools.</i>					
For Boys	2,102	115	357	747	..
For Girls	2,348	147	118	..	883
TOTAL	4,450	262	475	747	883
SCHOOL EDUCATION, SPECIAL.					
Training Schools for Mistresses	54	..	..	..	..
Schools of Art . . . . .	..	..	..	..	..
Engineering and Surveying Schools	202	..	8	..	..
Technical and Industrial Schools	309	..	..	5	..
Commercial Schools	999	..	..	..	..
Other Schools	250	4	10	..	..
TOTAL	1,814	4	18	5	..
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.					
	39,277	8,454	11,086	3,317	3,974
PRIVATE INSTITUTIONS.					
<i>Other Schools not conforming to Departmental Standards—</i>					
For Boys . . . . .	..	..	..	..	..
For Girls	50	..	..	..	22
TOTAL	50	..	..	..	22
GRAND TOTAL	39,327	8,454	11,086	3,317	3,996

TABLE III-B—concl'd.

of British India for the official year 1915-16—concl'd

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.								CLASS OF INSTITUTIONS.
Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsis.	Others.	
		Brahmans.	Non-Brahmans.					
21	22	23	24	25	26	27	28	1
25	..	..	..	1	..	..	..	UNIVERSITY EDUCATION.
58	..	..	..	..	..	..	..	Arts Colleges.
83	..	..	..	1	..	..	..	English.
								Colleges for Professional Training.
								Teaching.
								TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
9,162	197	83	85	117	105	148	178	For Boys—
5,876	112	30	29	38	11	27	189	High Schools.
								Middle Schools, English.
9,259	254	128	19	32	87	149	234	For Girls—
6,059	88	93	21	19	23	101	41	High Schools.
								Middle Schools, English.
30,346	651	334	154	206	226	425	692	TOTAL.
								Primary Schools.
2,018	37	5	..	4	..	27	11	For Boys.
2,224	44	10	..	1	4	48	7	For Girls.
4,242	81	25	..	5	4	75	18	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
54	..	..	..	..	..	..	..	Training Schools for Mistresses.
160	1	1	33	1	..	..	6	Schools of Art.
209	9	..	..	..	..	1	..	Engineering and Surveying Schools.
1,031	2	..	..	1	..	..	4	Technical and Industrial Schools.
237	20	..	..	..	..	3	..	Commercial Schools.
								Other Schools.
1,781	32	1	33	2	..	4	10	TOTAL.
36,452	764	360	187	214	230	504	720	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
								PRIVATE INSTITUTIONS.
								Other Schools not conforming to Departmental Standards—
50	..	..	..	..	..	..	..	For Boys.
50	..	..	..	..	..	..	..	For Girls.
								TOTAL.
36,502	764	360	187	214	230	504	720	GRAND TOTAL.

NOTE—In Madras students have not been distinguished between Brahmans and non-Brahmans. They have hence been shown under Brahmans.

GENERAL

Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscrip- tions.	Endowments and other sources.	TOTAL.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	18,32,774	..	..	8,00,519	10,512	68,727	27,18,932
Oriental	23,130	..	..	..	..	160	23,290
<i>Colleges for Professional Training.</i>							
Law	37,245	..	..	2,54,890	..	1,921	2,94,056
Medicine	6,61,300	..	..	2,50,764	..	3,100	9,11,160
Engineering	6,01,840	..	..	97,429	..	90,321	7,89,589
Teaching	4,11,615	2,100	1,131	160	..	14,270	4,29,272
Agriculture	2,08,484	..	..	0,023	..	173	3,04,680
Veterinary	78,068	..	..	11,185	..	37,994	1,27,857
Commercial	34,744	..	..	24,000	..	..	58,744
Forestry	1,03,290	..	..	..	..	..	1,03,290
TOTAL	40,72,958	2,100	1,131	14,67,020	10,912	2,16,056	57,60,873
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
For Boys—							
High Schools	17,81,593	325	167	10,37,907	1,023	60,274	37,81,969
Middle Schools (English	2,53,638	..	..	1,93,621	622	8,168	4,56,099
Vernacular	1,35,007	..	..	12,594	41	7	1,47,709
For Girls—							
High Schools	2,54,655	..	..	59,502	593	27,035	3,41,785
Middle Schools (English	44,710	..	..	6,358	609	..	51,767
Vernacular	62,148	00	150	1,594	10	19	64,023
TOTAL	25,21,861	421	307	22,11,000	3,594	95,503	48,93,952
<i>Primary Schools.</i>							
For Boys	3,31,180	570	776	23,027	628	6,585	3,62,778
For Girls	4,39,617	399	491	6,037	1,429	823	4,48,766
TOTAL	7,70,803	975	1,267	29,064	2,057	7,408	8,11,574
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	10,17,841	65,083	7,483	10,063	1,543	5,310	17,16,308
Training Schools for Mistresses	2,00,617	9,637	3,740	174	293	9,316	2,92,877
Schools of Art	2,84,059	..	..	17,121	..	12,308	2,96,488
Law Schools	4,348	..	..	1,652	..	..	6,000
Medical Schools	5,01,238	3,930	..	54,203	..	10,580	5,79,905
Engineering and Surveying Schools	2,09,247	142	90	19,686	293	2,504	2,31,722
Technical and Industrial Schools	2,90,337	3,853	..	6,930	425	32,105	3,35,711
Agricultural Schools . . . . .	..	644	..	..	..	..	644
Commercial Schools	25,707	..	..	10,277	..	..	36,044
Reformatory Schools	2,20,020	..	..	..	..	8,478	2,34,504
Other Schools	2,03,454	..	2,800	32,168	10	6,337	3,04,855
TOTAL	36,42,059	83,188	14,113	1,69,310	2,570	95,648	40,00,883
<i>Buildings</i>	41,17,025	3,771	133	..	6,324	32,217	41,69,970
<i>Furniture and apparatus (special grants only)</i>	1,70,716	13	..	4,877	464	20,497	2,02,557
TOTAL	42,87,741	3,784	133	4,877	7,278	58,714	43,62,527
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,52,95,422	90,564	16,951	38,65,937	20,411	4,78,929	1,97,69,214

TABLE IV.

of British India for the official year 1915-16.

INSTITUTIONS.							OBJECTS OF EXPENDITURE.
MANAGEMENT.							
Managed by Local Funds and Municipal Boards.							
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
9	10	11	12	13	14	15	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY EDUCATION.
7,194	8,387	34,397	44,089	..	403	86,743	Arts Colleges.
..	..	..	38	..	..	8,425	English.
..	..	..	215	..	..	215	Oriental.
..	..	..	..	..	..	..	Colleges for Professional Training.
..	..	..	..	..	..	..	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary.
..	..	..	..	..	..	..	Commercial.
..	..	..	..	..	..	..	Forestry.
7,194	8,387	34,397	44,942	..	463	95,383	TOTAL.
64,965	62,601	95,227	5,43,740	1,444	4,446	7,72,432	SCHOOL EDUCATION, GENERAL.
37,635	1,98,261	2,32,133	5,09,213	7,737	6,604	9,91,543	Secondary Schools.
355	9,57,935	88,341	2,18,090	6,031	1,412	12,71,214	For Boys—
..	..	..	..	..	..	..	High Schools.
..	..	..	..	..	..	..	English } Middle Schools.
..	..	..	..	..	..	..	Vernacular }
..	..	..	..	..	..	..	For Girls—
..	..	..	..	..	..	..	High Schools.
..	..	..	..	..	..	..	English } Middle Schools.
..	..	..	..	..	..	..	Vernacular }
3,251	..	6,015	711	48	60	9,694	TOTAL.
356	10,339	32,837	140	..	33	50,204	Primary Schools.
1,00,061	12,35,186	4,54,153	12,71,903	14,200	12,024	30,95,087	For Boys.
29,04,477	75,72,851	15,14,477	9,25,406	40,094	36,307	1,29,99,612	For Girls.
2,16,049	5,68,951	4,24,563	7,334	1,911	4,625	12,23,438	TOTAL.
81,20,520	81,41,802	19,30,045	9,32,740	48,005	40,932	1,42,23,050	SCHOOL EDUCATION, SPECIAL.
14,480	2,76,550	3,700	..	..	10	2,94,830	Training Schools for Masters.
1,973	1,185	2,000	..	..	..	5,758	Training Schools for Mistresses.
..	..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	..	Engineering and Surveying Schools.
17,108	86,065	33,195	6,735	42	11,599	1,54,744	Technical and Industrial Schools.
780	..	1,705	325	..	..	2,870	Agricultural Schools.
2,164	310	2,178	60	140	..	4,832	Commercial Schools.
..	..	..	..	..	..	..	Reformatory Schools.
..	..	..	..	..	..	..	Other Schools.
86,605	3,01,110	43,523	7,150	132	11,609	4,63,034	TOTAL.
1,05,462	84,03,148	7,20,504	218	34,162	15,332	43,68,826	Buildings.
9,119	1,53,070	31,742	454	41	313	1,94,739	Furniture and Apparatus (special grants only)
2,04,581	85,50,218	7,52,246	672	34,201	15,615	45,63,605	TOTAL.
34,75,767	1,33,05,703	32,23,369	22,57,407	66,650	81,273	2,24,40,169	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.